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ABSTRACT

This paper highlights the centrality and importance of quality guidance and counseling programs in national efforts to implement educational reform. Such reform is essential for excellence in the initial preparation and skill development of youth and adults to ensure the country's competitive position in world markets and to improve work role satisfaction. The paper first describes the history of guidance and counseling programs and then outlines important changes in the structures and strategies of guidance and counseling. Descriptions of the providers, settings, and expectations of guidance and counseling programs are then provided, showing that by far the greatest number of guidance and counseling staff work in elementary and secondary schools. Following are summaries of how guidance and counseling personnel meet local, state, and national needs in a number of areas: improved school involvement and performance, personal and interpersonal work skills, preparation for careers, career planning skills, and career awareness and exploration. Five basic premises from which guidance and counseling programs in schools can be developed are advanced: (1) guidance is a program; (2) guidance and counseling programs are developmental and comprehensive; (3) guidance and counseling programs focus on individuals' competencies, not just their deficiencies; (4) guidance and counseling programs are built on a team approach; and (5) guidance and counseling programs mandate articulation. Finally, the paper calls for improved support and resources for guidance and counseling programs in order to improve program outcomes for all students. (KC)

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Guidance and Counseling Programs for The Year 2000 and Beyond

Strengthening Work-Related Education & Training

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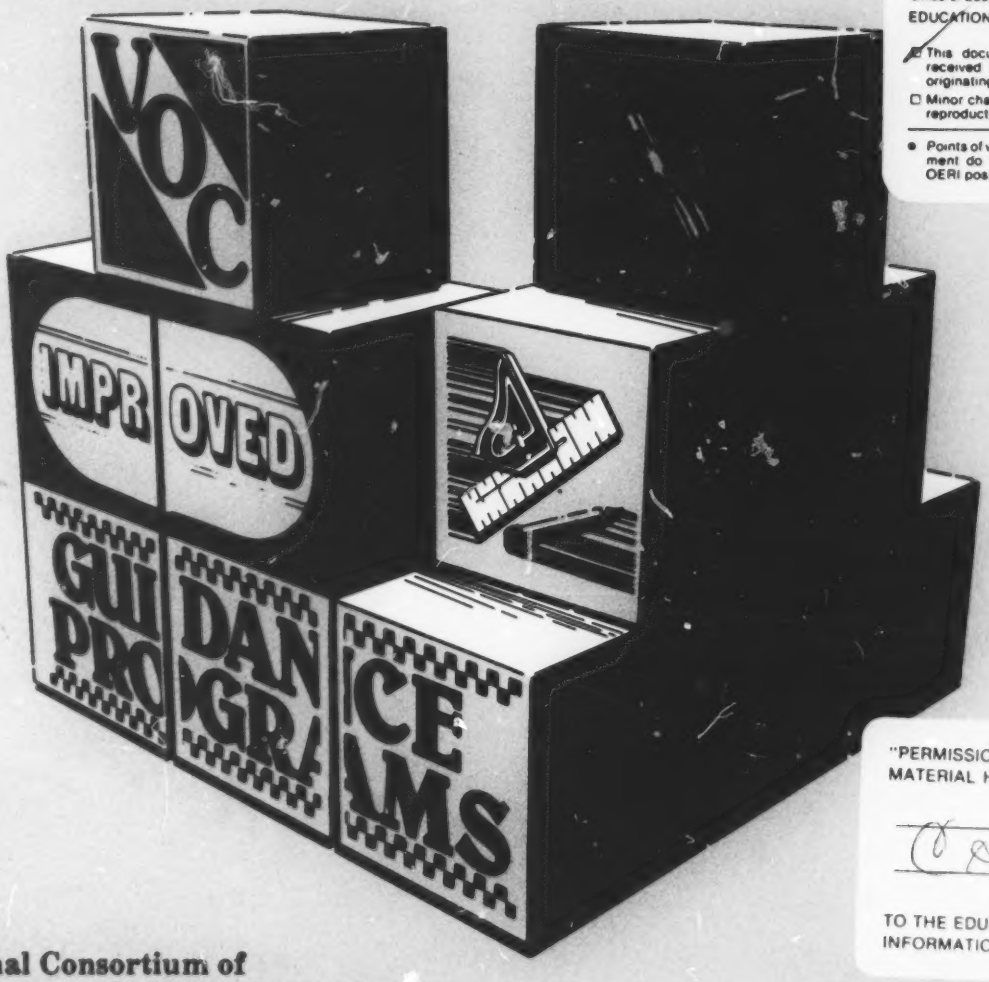

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National Consortium of State Career Guidance Supervisors

The National Consortium of State Career Guidance Supervisors is a coalition of guidance representatives from participating state and territorial departments of education dedicated to enhancing career guidance and counseling, leadership, research, and dissemination in education. The Consortium's goal is to provide a framework for improving the effectiveness of elementary, secondary and postsecondary programs, counselor education, and supervision and administration of career guidance programs.

The objectives of the consortium are as follows:

- Provide a vehicle that brings states together to support mutual priorities, ongoing programs and career development and prevocational services
- Promote the improvement and further development of career guidance at all levels of education
- Involve business, industry, and government in developing and evaluating quality career guidance programs
- Provide a structure through which to seek resources from public and private sources for program improvement and expansion
- Provide technical assistance to states in developing their annual and long-term plans related to career guidance and counseling

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Guidance and Counseling Programs for the Year 2000 and Beyond:

Strengthening Work-Related Education & Training

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PREFACE

This paper highlights the centrality and importance of quality guidance and counseling programs in national efforts to implement educational reform. Such reform is essential for excellence in the initial preparation and reskilling of American youth and adults to assure our competitive position in world markets and to improve work role satisfaction. The primary impetus for this paper grew out of the professional commitment and concern of national and state career guidance leaders, key groups committed to implementing the guidance provisions of federal laws such as the Carl D. Perkins Vocational and Applied Technology Education Act, Job Training Partnership Act (JTPA), and numerous other legislative acts in education and training.

This paper was prepared for those who play a variety of influential roles in education, including national and state legislative and local policy leadership. The paper intends to first describe the effective history of the profession, but more importantly, to characterize what the guidance field needs in order to fulfill the growing expectation and needs of clients, schools, agencies, and employers.

Since the reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act, guidance leaders have worked hard to implement all provisions of the Act; particularly Title III, Part C., Section 306:

Summary of Intent

> Grants . . . shall be used . . . for programs designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational students and potential students . . . programs shall . . . encourage the elimination of sex, age, handicapping condition, and race bias and stereotyping, and be accessible to all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged.

Although the guidance community recognizes the importance of the intent of the Title III, Part C as well as fully understands how guidance and counseling improves individual choice, achievement, work entry, productivity and satisfaction, frustration comes from having limited client access and resources for the delivery of guidance and counseling. It's because of the past effective demonstration of guidance and counseling programs, that national and state guidance leadership personnel believe that only through improved and expanded guidance and counseling programs will youth and adults be able to decide realistically about their education, family, and work future. Successful vocational education and guidance and counseling programs take full advantage of youths' and adults' unique characteristics and all of the options available to them.

During the past few years, the nations ability to provide quality guidance and counseling programs has eroded. Due to the loss of earlier hold harmless provisions for guidance and receiving no appropriations for the special title for career and vocational guidance in the new vocational education legislation, substantial momentum has been lost. State leadership was reduced significantly, guidance staff renewal opportunities have been decreased, and there has been reductions in needed investments in research, development, and local innovation. This trend cannot continue if the current education and employment goals of the nations are to be met. Legislators and policy makers need to support guidance and counseling programs at the level of performance they hope these programs will achieve from now until the year 2000 and beyond.

THE IMPORTANCE OF GUIDANCE AND COUNSELING PROGRAMS TO OUR NATION

As we near the end of this century, our country continues to undergo substantial changes in its occupational, industrial, social, and economic structures. Occupational and industrial specialization continue to increase dramatically. Increasing size and complexity are the rule rather than the exception, often creating job invisibility, making the transition from school to work complex, and from work to further education and training difficult.

Social structures and social values also continue to change and become more complex and diverse. New and emerging social groups are challenging established groups, demanding equality. People are on the move too, from rural to urban areas and back again and from one region of the country to another in search of economic, social, and psychological security and our population is more ethnically diversified.

An Historical View

As these changes and others take place in our society, many organizations and groups of interested and involved citizens establish programs and services at national, state, and local levels to help individuals deal effectively with them. Within the educational community, guidance, counseling, and vocational personnel have been and continue to be in the forefront of providing such programs and services. Guidance and counseling personnel, in particular, play key roles in responding to individual and societal needs in times of change. Here are just a few examples:

- In the early 1900's, industrialization was increasing rapidly. Mass immigration was taking place as was urbanization. Schools were highly academic in orientation. Little attention was given to providing occupational skills and even less attention was given to helping individuals make the school-to-work transition. In response to these conditions, guidance and counseling personnel joined with vocational education personnel to change education to make it more related to life and work. Guidance and counseling techniques were developed to assist individuals in the transition from school to work.

- In the 1920's and the 1930's, extensive work was done to improve the nature and availability of career information. The National Career Development Association, founded in 1913, established guidelines for quality career information and subsequently sought to improve the development and dissemination of such information over the ensuing years. Extensive work by professionals in and out of government service in the 1930's and 1940's led to the establishment of many of the career information resources available today.

- During and after World Wars I and II and the Korean and Vietnam conflicts, substantial work was done in aptitude and ability assessment. After each of the World Wars, but particularly World War II, extensive guidance and counseling programming was provided to assist returning veterans to take up their lives once again to start afresh.

- In the late 1950's, widespread concern was again expressed about the adequacy of our educational system, particularly in science and engineering technology. Again, guidance and counseling personnel were called upon to take a major role in responding to this social mandate.

- During the 1960's and 1970's, social activism escalated. Social programs of many kinds were initiated. Unemployment and underemployment were of particular concern. Guidance and counseling programming including assessment, counseling, career information, placement, follow-up, and follow-through activities were seen by many groups, including the federal government, as a highly legitimate and effective tool in assisting individuals to find employment, stay on the job, and advance in the work world.

- During the 1980's, challenges once again were issued concerning the effectiveness of education and the competitiveness of the United States economy and its workers in international markets. Guidance and counseling programming and the personnel involved were again called upon through the Carl D. Perkins Vocational Act of 1984 and other pieces of federal legislation to respond to the needs of our citizens of all ages and circumstances.

Important Changes in the Structures and Strategies of Guidance and Counseling

The brief chronology of the impact of guidance and counseling illustrates that guidance and counseling has been and continues to be a major economic and social program that assists individuals of all ages and circumstances in dealing effectively with their lifelong development, including occupational choice and job adjustment. Also, it is important to realize that during this century, practitioners have witnessed substantial improvement in the nature, practice, and effectiveness of guidance and counseling. The improvements have occurred partly because of how counselors and other guidance personnel responded to changes in the structure of American society and its economy, and partly because of the research and development work of the guidance and counseling profession. Certain of these changes are cited as follows:

- At one time, guidance and counseling was practiced mainly as a process to help young people make the transition from school to work. Now guidance and counseling includes that goal, but encompasses much more. Now guidance and counseling is a program that assists individuals of all ages and circumstances to live more effective lives and to be more effective citizens and workers.

- At one time, guidance and counseling was practiced mainly as an ancillary, crisis-oriented service. Now guidance and counseling is understood and being practiced as a comprehensive developmental program, from early childhood through the adult years, based on personal and societal needs. Crises and problems are responded to from a developmental perspective.

- At one time, guidance and counseling was practiced mainly as a way to assess the aptitude and interests of individuals to assist them in occupational choice making. Now guidance and counseling includes that goal and much more. Now guidance and counseling is practiced as a program that assists all individuals to develop competencies in self-understanding, interpersonal relations, decision making, goal setting, and planning, so that they are able to make effective life decisions including informed occupational choices.

THE PROVIDERS, SETTINGS, AND EXPECTATIONS OF GUIDANCE AND COUNSELING PROGRAMS

Guidance and counseling programs have become a major endeavor and program in our nation's schools and its employment, training, and community agency programs. Programs of guidance and counseling serve as the link between providing occupational training and employment readiness for the eventual transition to and satisfaction in the workplace. Guidance and counseling programs are operating to varying degrees of completeness in a wide variety of settings. At the secondary level, guidance personnel are represented in public and private comprehensive and vocational high schools. At the postsecondary level, vocational programs including guidance are offered by colleges and universities, community and junior colleges, area vocational schools, public and private noncollegiate postsecondary schools, correspondence schools, and correctional facilities, to mention a few. In addition, thousands of professional counselors and guidance personnel are employed through the U.S. Department of Labor's Job Training Partnership Act (JTPA) offices and by their Employment (Job) Service, with offices in the majority of the nation's cities.

Within each of these institutions or agencies, professional counselors and a variety of other guidance specialists and support staff provide guidance and counseling program leadership and services. Table 1 reflects the approximate numbers of staff that typically are available as well as the numbers of clients who require or request guidance and counseling assistance. Although the data provided suggest that a range of guidance staff is available, there is striking evidence to suggest that the number is not sufficient. One major problem is the uneven distribution of staff availability in certain settings. As an example, an analysis of the dearth of staffing and availability of guidance programs in our nation's rural schools is cause for alarm. It is estimated that, in these locations, less than 10 percent of elementary students have access to guidance programs, whereas at the junior high and senior high levels, less than 40 to 50 percent of these students have access to guidance programs. Furthermore, the staff are often only part time in this position and have little or no budget specifically for a complete and effective guidance and counseling program.

TABLE 1

Approximate Figures	
Setting	**Guidance & Counseling Staff**
Public and private schools (K-12)	60,000 plus
Two year postsecondary	5,000 plus
Universities	10,000 plus
JTPA-PICS	500 plus
State correctional institutions	500 plus
State employment service	5,000 plus
Special education	5,000 plus
Area vocational schools	1,500 plus
Job Corps	500 plus

In some of our largest states and cities, the counselor-student ratios in public schools are much greater than the American School Counselor Association recommends. The average of combining the ratios of four of the ten largest cities in the United States would well exceed 1 to 700. Additional examples of the inadequacy of staff, programs, and resources could be cited in correctional settings and in a variety of community agencies. When one examines these figures in terms of the increasing needs of youth and adults who have deficiencies in basic skills, are dropping out of education before they are fully prepared, are encountering unemployment, and lack employability skills and access to training and work opportunities, it is clear that expanded and extended guidance and counseling programs are mandatory. With the increased emphasis on academic basic skills and tech-prep programs, additional course requirements, and better preparation for the transition to work, high quality guidance and counseling programs are required.

Guidance and counseling programs can be equitably responsive to society's problems and the needs of clients only when fully staffed with competent professionals and paraprofessional staff and when students are provided time during school to participate fully in the school's guidance and counseling program activities. it is important to point out that, in addition to professional counselors who perform a variety of roles and functions, numerous other types of helping professionals are essential for a total guidance and counseling program team. Such professionals include (1) placement specialists, (2) career information specialists, (3) career explorational instructors, (4) work experience specialists, and (5) occupational specialists.

In addition to understanding who the providers are and where they work, we must appreciate the primary emphases of their programs. Table 2 depicts these emphases in a sample of nine different settings. Because many of the competencies that students and/or clients acquire as a result of their participation in guidance and counseling programs are learned over several years, the competencies are taught at all or most age levels. This demonstrates the need for a developmental approach to assist students and/or clients in acquiring career development competencies as they take on different characteristics over time.

TABLE 2

Primary Emphasis of Guidance and Counseling Programs in Diverse Settings

	Age Level	Self Assessment	Self Concept	Career Decisions	Career Planning	Career Awareness	Career Exploration	Work Experience	Employability	Coping with Work	Economic Realism	Work Options	Training Options	Job Placement	Follow through	Job Progression	Special Transitions
1. Elementary Schools	Age 6 to 12	●	●	●	●	●					●	●					
2. Junior and Middle Schools	Age 12 and up	●	●	●	●		●				●	●	●				
3. Secondary Schools	Age 14 and up		●	●	●		●	●	●	●		●	●	●	●		
4. 2 Year Postsecondary Schools	Age 18 and up			●	●			●	●	●		●		●	●	●	
5. 4 Year Institutions of Higher Education	Age 18 and up			●	●			●	●	●		●		●	●	●	
6. Correctional Institutions	Age 14 and up		●	●	●				●	●		●	●	●	●		●
7. JTPA	Age 16 and up	●	●	●	●	●	●	●	●	●		●	●	●	●		●
8. Job Service	Age 16 and up	●	●	●	●				●	●		●	●	●	●		●
9. Educable Mentally Retarded	Age 6 and up	●	●			●	●	●	●	●	●	●		●	●		●

In summary, it is important to note that guidance and counseling programs play an important role in resolving many of the major problems and expectations facing our nation's youth and adults. It has been demonstrated that when guidance and counseling programs help individuals develop healthy self-images, view the future with hope and realism, and become knowledgeable about the educational and work options, they are typically more satisfied with life and become positive contributors in society.

Given the challenges as we look to the year 2000, and realizing that quality guidance and counseling programs can have substantial impact on personal as well as social and economic problems and issues, several changes in available programs need to be considered. On a national scale, guidance and counseling programs need a larger number of highly trained, institutionally supported, effective teams of guidance personnel led by certified professional counselors to better ensure that all students, agency clientele, and institutionalized individuals have access to the following:

1. Systematic exposure to and skills in using career and labor market information.

2. A developmental sequence of self-awareness activities and education and work exposures that reflect the individual's interests and life goals and the realities of current and projected education and work opportunities, especially in the academic curriculum.

3. Continuous exposure to the realization that career development skills are paramount to their life and work success.

4. An opportunity to develop, test out, modify, and participate in a counselor-assisted process of decision making and career planning.

5. A carefully planned exposure to adult work-role models and the development of work-related employability skills.

6. Professional assistance during periods of transition between education to work or work to education and training.

Individuals of all ages and circumstances will require the availability of professional and paraprofessional guidance and counseling personnel to help them prepare for earning a living through realistic and work-related learning. It will also demand professional counselors who work with teachers; counselors who assist parents in their guidance roles; and counselors who spend time with employers, governmental officials, and community agencies. These professionally trained and certified counselors also need to be supported by other guidance-trained specialists in order to ensure that the quality of guidance programs is high, programs are provided when they are needed, and programs use the best talent, technology, and information available.

HOW GUIDANCE AND COUNSELING PERSONNEL MEET LOCAL, STATE, AND NATIONAL NEEDS

The purposes of the Carl D. Perkins Vocational Education Act of 1990 emphasize several important roles for guidance and counseling and vocational education personnel. These roles include meeting the nation's need for a world class workforce, strengthening economically depressed communities, keeping vocational education relevant, and responding to the nation's equity goals. The National Education goals for the year 2000 also focus on a number of important roles for guidance and counseling and vocational education personnel. Some of these roles are increasing the high school graduation rate to at least 90 percent, assisting students to become competent in core subjects, and helping adult Americans become literate and possess the skills necessary to compete in a world economy. Given these important roles, what can be said about the contributions of guidance and counseling personnel in responding to them? What can be said about the results of guidance and counseling programs?

Do guidance and counseling program interventions produce measurable results? The cumulative empirical research evidence found in over 20 years of professional work clearly indicates that the answer to this question is yes. What kind of results? Here are some key examples.

A major review of research on the results of guidance and counseling in the schools by Campbell, Connell, Boyle, and Bhaerman (1983) provides some key examples. The research studies that were reviewed by Campbell and his associates had to meet the following criteria: (1) the study was conducted since 1970, (2) the population of the study was in grades 9-14, (3) the size of the study sample was twenty-five or more, (4) the setting for the study was an educational agency or community service organization, and (5) the study was empirical. After the studies were obtained, each was reviewed according to its objectives, interventions for implementing the objectives, setting, instruments used to measure the effect of the intervention, and major findings or outcomes.

A wide array of objectives in these studies were evident. The objectives were grouped into five broad results categories. These were: (1) improved school involvement and performance, (2) personal and interpersonal work skills, (3) preparation for careers, (4) career planning skills, and (5) career awareness and exploration. A number of studies had multiple objectives that cut across several of the categories.

The following summaries indicate the major findings of the empirical studies:

- *Improved school involvement and performance.*

  A total of forty-one studies focused on one or more of the five dimensions of this theme. The majority of the studies reported gains in student behaviors. The gains were attributed primarily to interventions involving individualized student learning experiences such as experienced-based career education, special classroom activities, career exploration, and counseling.

- *Personal and interpersonal work skills.*

  A total of thirty studies dealt collectively with this multiple objective--nineteen with self-awareness, five with interpersonal and life skills, and six with work values. The overwhelming majority of studies in this outcome category reported positive effects, i.e., twenty-six out of the total of thirty. In summary, the various interventions utilized--particularly employer based career education, career education, and career and vocational exploration--led to favorable results.

- *Preparation for careers.*

  Fourteen studies focused on this theme. Twelve studies demonstrated positive gains. The gains were attributed to four types of interventions: (1) counseling, (2) classroom instruction, (3) employer-based career education, and (4) career exploration activities.

- *Career planning skills.*

  In general, career guidance interventions have a beneficial impact on acquiring career planning skills. Of the thirty-four studies reporting evidence on this theme, twenty-seven found a positive outcome. Although many different interventions were used to achieve the outcomes, two were mentioned in over half the studies--employer-based career education and counseling. Other interventions ranged from computer-based programs to classroom activities.

- *Career awareness and exploration.*

  Forty-four studies reported data in this area. Of the total, thirty-one studies showed positive results in various aspects of this objective. The remaining thirteen indicated either no significant differences between the groups studies, mixed results, or minor differences. In terms of interventions that showed more positive effects, the following were most prevalent: career and vocational exploration, experience-based career education, counseling activities, and career education activities.

Based on their review of the research of the impact of guidance and counseling, Campbell, Connell, Boyle, and Bhaerman (1983) drew the following three conclusions:

- The preponderance of evidence suggests that guidance and counseling interventions achieve their intended objectives if guidance personnel are given the opportunity to provide structured guidance interventions in a systematic, developmental program.

- Guidance and counseling has demonstrated its effectiveness in influencing the career development and adjustment of individuals in the five broad outcome areas.

- Guidance and counseling has been successful in assisting individuals representing a wide range of subpopulations and settings, such as in correctional institutions, vocational training centers, community colleges, and rehabilitation centers.

Another study, one completed by the American College Testing Program, provides additional evidence of results (Prediger and Sawyer, 1986). Prediger and Sawyer compared indicators of student career development collected in 1973 and again in 1983. This is an important comparison because career guidance was receiving renewed interest in 1973, which provides a ten-year period to see possible impact. The comparisons were made on nationally representative samples of junior and senior high school students - N = 18, 129 in 1973, and 154,432 in 1983. The indicators included career-related concerns, career planning involvement, and reactions to career planning services. The major trends identified included:

> ...a 32% increase in the proportion of 11th graders who reported receiving some or a lot of career planning help from their schools. Moreover, the proportion of students involved in typical career exploration activities increased significantly over the ten years of the study. In general, the ten-year trends indicate that schools are having a greater impact on student career development than they were in 1973 (Prediger and Sawyer, 1986, p. 45).

In the same study, Prediger and Sawyer (1986) reported selected results of the 1985 Gallup Poll of teachers' attitudes toward the public school. The Gallup Poll, they reported, found that when parents were asked to rank 25 goals of education, the goal ranked third highest was "to develop an understanding about different kinds of jobs and careers including their requirements and rewards." Tied for sixth was "to help students make realistic plans for what they will do after high school graduation" (Gallup, 1985, p. 237).

In a major review of the literature in school guidance and counseling, Borders and Drury (1992) found that guidance and counseling program interventions have a substantial impact on students' educational and personal development; guidance program interventions contribute to students' success in the classroom.

Gerler (1985) analyzed a decade of research on the results of elementary school guidance counseling and found that guidance and counseling program interventions in the affective, behavioral, and interpersonal domains of students' lives, affected students' academic achievement positively. Similar results were found by St. Claire (1989) in her review of the impact of guidance and counseling program interventions at the middle school level. Finally, Evans and Burck (1992) conducted a meta-analysis of 67 studies concerning the impact of career education interventions (career guidance) on students' academic achievement. The results supported the value of these interventions as contributors to the academic achievement of students.

Do guidance and counseling program interventions produce measurable results? Based on the evidence you have just reviewed, you now see why we said yes to this question earlier. It is important to understand, however, that to see results from guidance and counseling program interventions, counselors and other guidance personnel must have the time and the resources to do their work. They must also have the necessary organizational framework--the guidance and counseling program--in which to operate.

GUIDANCE AND COUNSELING PROGRAMS
SOME BASIC PREMISES

The previous section has presented compelling evidence that guidance and counseling programs have an impact on certain social, economic, and individual goals we share in common with our colleagues in vocational education. The previous section also stressed the fact that guidance personnel must have the time, resources, opportunities, and an organizational structure to provide guidance interventions so that they can be done systematically and developmentally. To make sure that the time, resources, opportunity, and structure requirements are met, guidance and counseling programs must be central to the delivery of vocational education and other educational programs, now and in the future. What follows are five basic premises from which guidance and counseling programs in our schools and institutions can be developed and managed so that guidance personnel, together with their colleagues in vocational education, can fully assume their crucial role in responding to national and international challenges and individual and societal needs.

First, guidance is a program. As a program, it has characteristics similar to other programs in education and vocational education including:

a. learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles including worker and learner roles;
b. activities and processes to assist learners to achieve such outcomes;
c. professionally certified personnel;
d. materials and resources; and
e. organizational structure

Second, guidance and counseling programs are developmental and comprehensive. They are developmental in that guidance activities must be conducted on a regular and planned basis to assist young people and adults to achieve career development competencies. While immediate and crisis needs of individuals must be met, a major focus of developmental programs is to provide individuals with experiences to help them grow and develop. Guidance and counseling programs are comprehensive in that a full range of activities and services are provided including assessment, information, counseling, consultation, referral, placement, follow-up, and follow-through.

Third, guidance and counseling programs focus on individuals' competencies, not just their deficiencies. To some, a major focus in guidance and counseling is on the problems individuals have and the obstacles that they may face. This emphasis is important, but it should not be dominant. If it is emphasized in isolation, attention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and overcome, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance and counseling programs should be on helping all individuals identify the competencies they already have plus assisting them to develop new competencies to be effective workers, learners, citizens, and family members.

Fourth, guidance and counseling programs are built on a team approach. A comprehensive, developmental program of guidance and counseling is based on the assumption that all staff have some guidance responsibilities rather than thinking it is all up to counselors. At the same time, it should be understood that professionally certified counselors are central to the program. They provide direct services to individuals as well as work in consultive relationships with other members of the guidance team.

Fifth, guidance and counseling programs mandate articulation. A basic assumption underlying comprehensive, developmental guidance programming is that there must be an effective link between all levels of school guidance programs and those located in area vocational schools and postsecondary institutions. This means that there is program continuity; that those activities begun in the school are carried on, as appropriate, in area vocational schools and postsecondary institutions. This means that the guidance staffs of these institutions meet together on a regular basis to exchange information and to update their programming as new student needs or local, state, national, or international challenges are identified.

GUIDANCE AND COUNSELING PROGRAMS
THE VITAL CONNECTION BETWEEN SCHOOL AND WORK

In the recent BRAND 1992 publication, "Here is What We Must Do at School to Get Our Students Ready for Work--Blueprint for a School-to-Work System." The U.S. Department of Education, Office of Vocational and Adult Education is quoted as follows:

> "If there is a key to forging the connection between school and work, it lies in providing career counseling throughout the school years."

The publication goes on to suggest the connectors between effective guidance and counseling program which emphasizes (a) youth apprenticeships, (b) career academics, (c) vocational technical schools, (d) vocational student organizations, (e) tech prep, (f) cooperative education, (g) college preparation, and (h) school-based enterprises. The publication goes further in describing the importance of continuous student exposure to guidance and counseling when it set forth 16 critical elements of an effective school-to-work system. Seven (43%) of these are the essence of a comprehensive and effective guidance and counseling program and they follow:

1. Active participation of local employers in career guidance, credentialing, and placement preparation;
2. All school counselors be trained and qualified;
3. At every grade level, curriculum must apply subject matter to the world of work;
4. A career resource center with up-to-date information about wide-ranging career opportunities;
5. Proper and frequent use of vocational interest and aptitude tests;
6. A committment and delivery to encourage all students to develop personal career plans; and
7. Job placement services which connect students with part-time, summer, or full-time opportunities.

While the Office of Vocational and Adult Education, U.S. Department of Education are commended for this vision, the guidance community now needs its commitment, that of Congress, and state policymakers to provide the settings, resources, and staff to allow needed improvements to occur.

The Guidance and Counseling Program Outcomes Conceptualization

Future drafters and those influencing legislation are encouraged to understand, require, and support the following conceptual framework of a complete guidance and counseling program for every school in the nation.

Program Outcomes

All students will demonstrate competencies that:

1. Build self-confidence and related credentials for successful further training and employment.

2. Provide a dependable understanding of their preferences, achievements, strengths, and limitation, and how to improve where needed.

3. Deliver entry-level workplace coping, adjustment, and other employability skills.

4. Demonstrate how the total academic curriculum and its basic skills relate to and are critical for work and success.

5. Assist in informed and realistic career and life plan development and decision making in a non-bias free atmosphere.

6. Assure delivery of complete, accurate, and accessible educational, career, and job information in a timely manner.

The successful achievement of these six guidance and counseling outcomes in a programmatic way will help the nation meet its six national goals. Achievement will require change in the structure of schools, a change of attitudes and perceptions in our communities, and primarily a change in our behavior towards and expectations of guidance and counseling programs as a central element in a comprehensive educational system. Local school programs must then involve parents, teachers, administrators, employers, and the community to assure that each student acquire and develop the skills necessary for success in school, family, and the workplace.

A Commitment to Action

With improved support and resources, the guidance and counseling community is convinced that they can:

- create a positive school climate in which all children can learn;
- increase the involvement of parents in the learning activities of students;
- help students fully explore their educational and career opportunities;
- establish school-to-work transition programs;
- help students learn how to manage time, organize information, make decisions, and deal with change;
- help students develop excellent communication skills and cooperative work skills;
- assure a coordinated team effort to address the needs of all students;
- assist students to acquire skills for personal, career, and life-style development;
- provide education and information about personal safety and prevention of abuse;
- help students develop a positive work ethic;
- develop a comprehensive educational and career plan for each student targeting high school completion and exploration of post-high opportunities; and
- encourage life-long learning.

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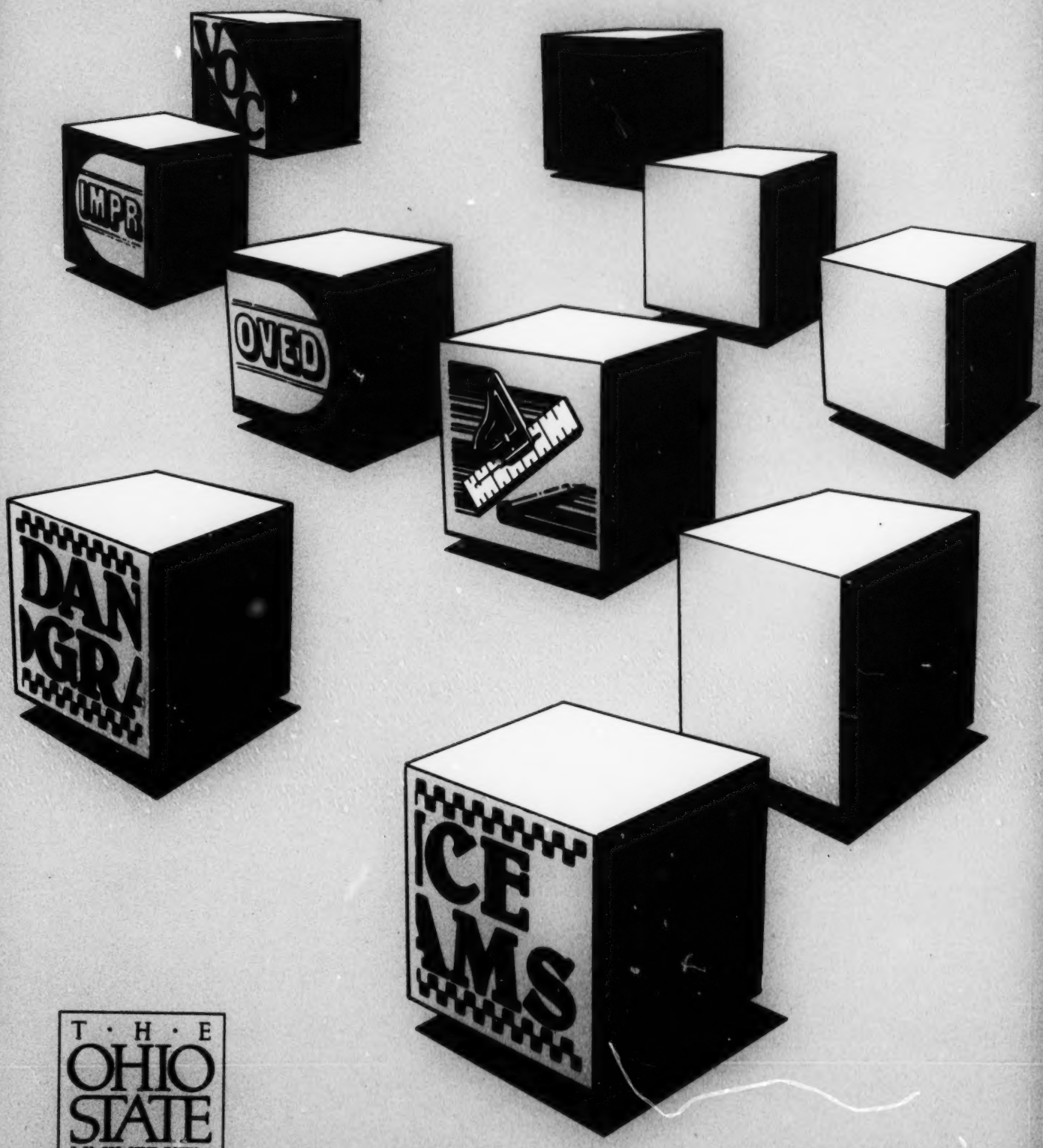

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